

Appendix 01 Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 271/UN48.7.1/DT/2022

27 Januari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 3 Banjar Jawa
di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Made Edwin Aditya Syahputra
NIM	: 1812021026
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: AN ANALYSIS OF THE TEACHERS' AND STUDENTS' EXPERIENCES IN ENGLISH ONLINE LEARNING IMPLEMENTATION AT SD NEGERI 3 BANJAR JAWA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 02 Blueprint of The Instrument

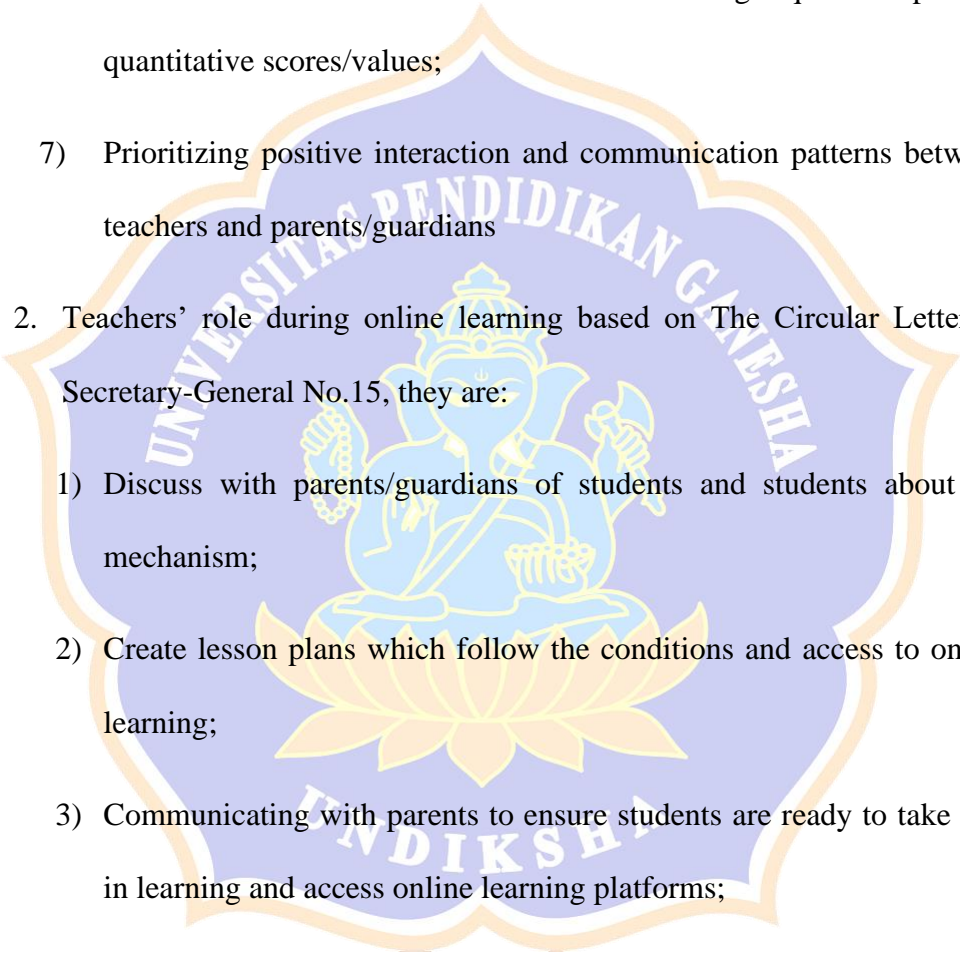
INSTRUMENT

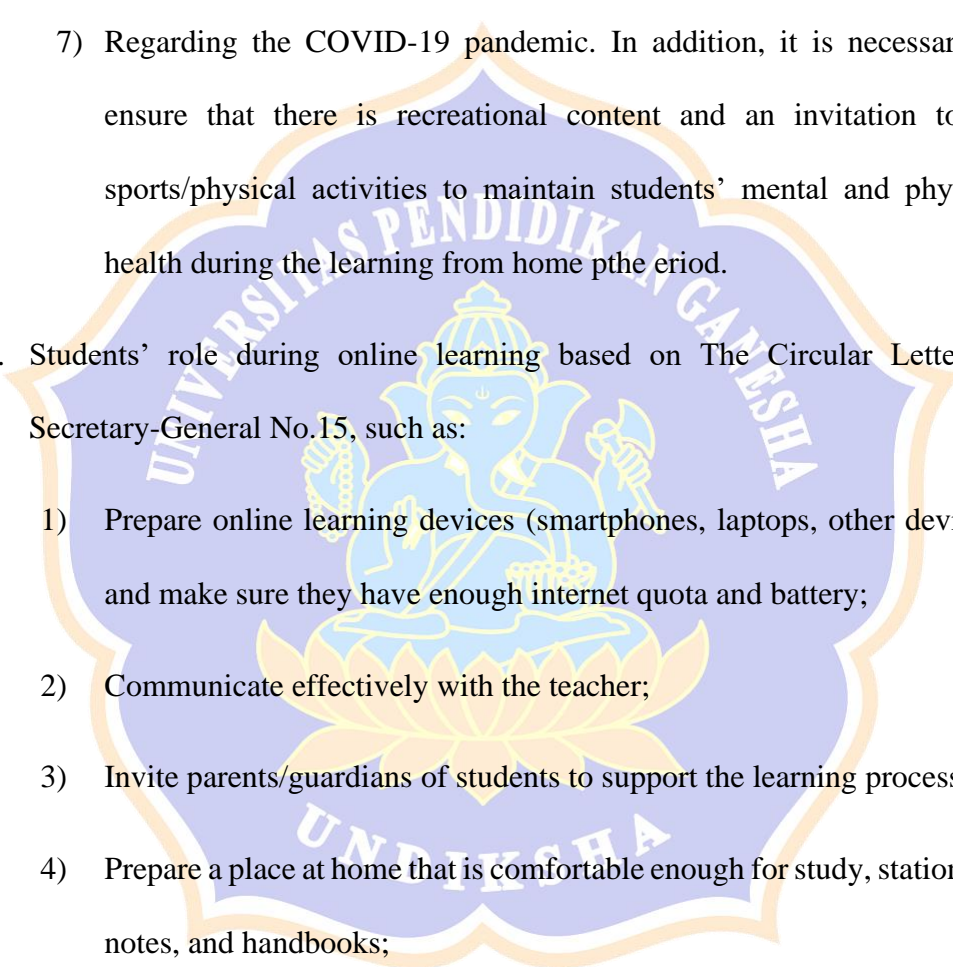
A. Theory Used for Both Instruments (Observations Checklist and Interview Guide)

1. Kemendikbud (2020)

The Ministry of Education and Culture of Indonesia (Kemendikbud, 2020). Based on the following matter, Kemendikbud (2020), through Circular Letter of Secretary-General No.15, governed the following guide for teachers, students, and all educational staff which contains the principles of implementing online learning from home and the implementation of teaching and learning proses from home through online learning during COVID-19 Pandemic.

1. According to Circular Letter of Secretary-General No.15, there are six principles of the implementation of online learning from home, as follows:
 - 1) The safety and health of students, educators, heads of education units, and all members of education units are the main considerations in implementing online learning from home
 - 2) Learning from home activities are carried out to provide meaningful learning experiences for students, without being burdened with the demands of completing all curriculum achievements;
 - 3) Learning from home can be focused on life skills education, including regarding the COVID-19 pandemic;
 - 4) Inclusive learning materials according to age and level of education, cultural context, character, and type of specificity of students;

- 5) Activities and assignments during learning from home may vary between regions, educational units, and students according to their respective interests and conditions, including considering the gap in access to learning from home facilities
 - 6) Students' learning outcomes during BDR are given qualitative and valuable feedback from the teacher without being required to provide quantitative scores/values;
 - 7) Prioritizing positive interaction and communication patterns between teachers and parents/guardians
2. Teachers' role during online learning based on The Circular Letter of Secretary-General No.15, they are:
- 1) Discuss with parents/guardians of students and students about the mechanism;
 - 2) Create lesson plans which follow the conditions and access to online learning;
 - 3) Communicating with parents to ensure students are ready to take part in learning and access online learning platforms;
 - a. Ensure the online learning process runs effectively;
 - b. Ensure preparation for students;
 - c. Do reflection with students;
 - d. Explain the material to be taught
 - e. Facilitate online discussion
- 

- 4) Discuss with parents for learning assignments when there is no face-to-face meeting;
 - 5) Collect and recap assignments sent by students within the time frame specified;
 - 6) The assignment content is life skills education, among others
 - 7) Regarding the COVID-19 pandemic. In addition, it is necessary to ensure that there is recreational content and an invitation to do sports/physical activities to maintain students' mental and physical health during the learning from home period.
3. Students' role during online learning based on The Circular Letter of Secretary-General No.15, such as:
- 1) Prepare online learning devices (smartphones, laptops, other devices) and make sure they have enough internet quota and battery;
 - 2) Communicate effectively with the teacher;
 - 3) Invite parents/guardians of students to support the learning process;
 - 4) Prepare a place at home that is comfortable enough for study, stationery, notes, and handbooks;
 - 5) Understand the learning schedule and learning objectives;
 - 6) Active participation in online discussion with the teacher;
 - 7) Complete assignments were given by the teacher;
 - 8) Collect assignments and learning photos (if any);
- 

9) Tell the teacher or parent if there are difficulties in accessing today's online learning activity.

10) write an activity plan after today's lesson is over

B. Instruments 1 (Observation Checklist)

Blueprint Observation Checklist

No	Kemendikbud (2020)	Aspects	Observation items	Item Numbers
1	Principles	Activities and assignments during learning from home may vary between regions, educational units, and students according to their respective interests and conditions, including considering the gap in access to learning from home facilities	The teacher implements synchronous or asynchronous learning activities. <i>(Bapak/Ibu guru mengimplementasikan aktifitas pembelajaran sinkron atau asinkron)</i>	1
		Inclusive learning materials according to age and level of education, cultural context, character, and type of specificity of students;	sssssss the learning objectives. <i>(Apakah konten dari pembelajaran yang Bapak/Ibu sajikan sesuai dengan tujuan pembelajaran)</i>	2
		Learning from home can be focused on life skills education	The teacher teaches the four English skills (listening, speaking, reading, and writing). <i>(Bapak/Ibu guru mengajarkan empat keterampilan Bahasa Inggris (listening, speaking, reading, and writing))</i>	5

		Students' learning outcomes during learning from home are given qualitative and helpful feedback from the teacher without being required to give quantitative scores/values	The teacher provides feedback on student work. <i>(Bapak/Ibu memberikan feedback (umpan balik) dari hasil kerja siswa)</i>	12
2	The teachers' role	Ensure preparation for students	The teacher makes sure students are ready to follow the lessons. <i>(Bapak/Ibu guru memastikan siswa siap mengikuti pembelajaran)</i>	3
		Explain the material to be taught	The teacher explains the material in teaching English Online. <i>(Bapak/Ibu guru menjelaskan materi selama mengajar Bahasa Inggris Online)</i>	4
		Facilitate online discussion	The teacher provides facilities for students to conduct online discussions. <i>(Bapak/Ibu memberikan fasilitas untuk siswa melakukan diskusi online)</i>	7
		The assignment content is life skills education	The teacher gives assignments to the students, either individually or in groups. <i>(Bapak/Ibu guru memberikan tugas terhaap siswa baik tugas individu ataupun kelompok selama pembelajaran online)</i>	10
3	Students' role	Communicate effectively with the teacher	The students communicate actively with the teacher during online learning. <i>(Siswa selalu berkomunikasi aktif dengan Bapak/Ibu guru)</i>	6

			<i>selama pembelajaran online)</i>	
		Active participating in discussion with the the teacher	The students participate in the discussion forums that the teacher provide. (<i>Siswa selalu berpartisipasi dalam diskusi dalam forum diskusi yang Bapak/Ibu guru sediakan</i>)	8
		Understand the learning schedule and learning objectives	The students present at the scheduled time during online learning. (<i>Siswa selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online</i>)	9
			The students submit assignments according to the schedule determined by the teacher during online learning. (<i>Siswa mengumpulakn tugas sesuai dengan jadwal yang telah ditentukan oleh Bapak/Ibu guru selama pembelajaran online</i>)	11

C. Instruments 2 (Interview Guide)

Blueprint Interview Guide (Teacher)

No	Kemendikbud (2020)	Aspects	Teacher's Interview Items	Item Numbers
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1	Principles	<p>Activities and assignments during learning from home may vary between regions, educational units, and students according to their respective interests and conditions, including considering the gap in access to learning from home facilities</p>	<p>Do you Implement synchronous or asynchronous learning activities? (Apakah Bapak/Ibu mengimplementasikan aktifitas pembelajaran sinkron atau asinkron?)</p>	1
		<p>Inclusive learning materials according to age and level of education, cultural context, character, and type of specificity of students;</p>	<p>Is the content of the lessons that you present in accordance with the learning objectives? (Apakah konten dari pembelajaran yang Bapak/Ibu sajikan sudah sesuai dengan tujuan pembelajaran?)</p>	2
		<p>Learning from home can be focused on life skills education</p>	<p>Do you teach the four English skills (listening, speaking, reading, and writing) during online learning? (Apakah Bapak/Ibu mengajarkan empat keterampilan Bahasa Inggris (listening, speaking, reading, and writing) selama pembelajaran online?)</p>	5
		<p>Students' learning outcomes during learning from home are given qualitative and useful feedback from the teacher without being required to give quantitative scores/values</p>	<p>Do you always provide feedback on student work? (Apakah Bapak/Ibu selalu memberikan feedback (umpan balik) dari hasil kerja siswa?)</p>	12

2	Teachers' role	Ensure preparation for students	Do you always make sure students are ready to follow the lessons? (Apakah Bapak/Ibu selalu memastikan siswa siap mengikuti pembelajaran?)	3
		Explain the material to be taught	Do you always explain the material in teaching English Online? (Apakah Bapak/Ibu selalu menjelaskan materi selama mengajar Bahasa Inggris Online?)	4
		Facilitate online discussion	Do you always provide facilities for students to conduct online discussions? (Apakah Bapak/Ibu selalu memberikan fasilitas untuk siswa melakukan diskusi online?)	7
		The assignment content is life skills education	Do you always give assignments to students, either individually or in groups? (Apakah Bapak/Ibu selalu memberikan tugas terhadap siswa baik tugas individu ataupun kelompok selama pembelajaran online?)	10
3	Students' role	Communicate actively with the teacher	Do students always communicate actively with you during online learning? (Apakah siswa selalu berkomunikasi aktif dengan Bapak/Ibu selama pembelajaran online?)	6

		Active participating in discussion with the teacher	Do students always participate in the discussion forums that you provide? (<i>Apakah siswa selalu berpartisipasi dalam diskusi dalam forum diskusi yang Bapak/Ibu sediakan?</i>)	8
		Understand the learning schedule and learning objectives	Are students always present at the scheduled time during online learning? (<i>Apakah siswa selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online?</i>)	9
			Do students always submit assignments according to the schedule determined by you during online learning? (<i>Apakah siswa selalu mengumpulkan tugas sesuai dengan jadwal yang telah ditentukan oleh Bapak/Ibu selama pembelajaran online?</i>)	11

Blueprint Interview Guide (Students)

No	Kemendikbud (2020)	Aspects	Students's Interview Items	Item Numbers
1	Principles	Activities and assignments during learning from home may vary between regions, educational units, and students according to their respective interests and conditions, including considering the gap	Do you learn through Google Meet and Zoom, or with WA Group, and Google Classroom? (<i>Apakah Ibu belajar melalui Google Meet dan Zoom, atau dengan Grup</i>	1

		in access to learning from home facilities	WA, dan Google Classroom?)	
		Inclusive learning materials according to age and level of education, cultural context, character, and type of specificity of students;	Is the content of the lessons that the teacher presents following the learning objectives? (Apakah isi dari materi yang Bapak/Ibu guru sesuai dengan tujuan pembelajaran)	2
		Learning from home can be focused on life skills education	Do teacher teach students the skills (listening, speaking, reading, and writing). during online learning? (Apakah Bapak/Ibu guru mengajarkan siswa kemampuan (listening, speaking, reading, and writing) selama pembelajaran online?)	5
		Students' learning outcomes during learning from home are given qualitative and useful feedback from the teacher without being required to give quantitative scores/values	Does teacher always provide feedback on student work? (Apakah Bapak/Ibu guru selalu mengembalikan hasil kerja siswa?)	12
2	Teachers' role	Ensure preparation for students	Do teacher always make sure students are ready to follow the lessons? (Apakah Bapak/Ibu guru selalu memastikan siswa siap mengikuti pembelajaran?)	3
		Explain the material to be taught	Do teacher always explain the material in teaching English Online? (Apakah Bapak/Ibu guru	4

			<i>selalu menjelaskan materi selama mengajar Bahasa Inggris Online?)</i>	
		Facilitate online discussion	Do teacher always provide facilities for students to conduct online discussions? (Apakah Bapak/Ibu guru selalu memberikan fasilitas untuk siswa melakukan diskusi online?)	7
		The assignment content is life skills education	Does teacher always give assignments to students, either individually or in groups? (Apakah Bapak/Ibu guru selalu memberikan tugas terhadap siswa baik tugas individu ataupun kelompok selama pembelajaran online?)	10
		Communicate actively with the teacher	Do you always communicate actively with you during online learning? (Apakah siswa selalu berkomunikasi aktif dengan Bapak/Ibu guru selama pembelajaran online?)	6
3	Students' role	Active participating in discussion with the teacher	Do you always participate in the discussion forums that teacher provide? (Apakah siswa selalu berpartisipasi dalam diskusi dalam forumdiskusi yang	8

		<i>Bapak/Ibu guru sediakan?)</i>	
		Are you always present at the scheduled time during online learning? (<i>Apakah siswa selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online?</i>)	9
	Understand the learning schedule and learning objectives	Do you always submit assignments according to the schedule determined by teacher during online learning? (<i>Apakah siswa selalu mengumpulkan tugas sesuai dengan jadwal yang telah ditentukan oleh Bapak/Ibu guru selama pembelajaran online?</i>)	11



Appendix 03 Lesson Plan

Lesson Plan 6 Grade

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SDN 3 Banjar Jawa
 Kelas / Semester : VI / 2
 Tema : Tempat – tempat umum
 Pembelajaran : 2
 Alokasi waktu : 2 x pertemuan (2 x 35 menit)

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan membaca siswa mampu menunjukkan jalan menuju tempat – tempat umum dan mengikuti perintah (petunjuk jalan)
2. Melalui kegiatan berbicara siswa mampu menyebutkan arah petunjuk jalan menemukan informasi tentang tempat – tempat umum

B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan pembelajaran yang berkaitan tentang tempat – tempat umum
3. Siswa membuat petunjuk jalan sesuai dengan tempat umum yang di berikan
4. Siswa mendiskripsikan petunjuk jalan tentang tempat – tempat umum
5. Siswa dan guru menyimpulkan pembelajaran hari itu
6. Guru dan siswa melakukan refleksi, umpan balik, dan tindak lanjut

C. PENILAIAN

1. Pengetahuan : mengidentifikasi informasi tentang tempat – tempat umum
2. Keterampilan : berbicara dengan benar

Mengetahui
Kepala SD Negeri 3 Banjar Jawa

Singaraja, 28 – 01 - 2022
Guru Bahasa Inggris

Ida Bagus Soma Putra, M. Pd
NIP : 196209231986061002

Ni Luh Ayu Supariasri, S. Pd
NIP :

Lesson Plan 5 Grade

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SDN 3 Banjar Jawa
 Kelas / Semester : V / 2
 Tema : Binatang
 Pembelajaran : 1
 Alokasi waktu : 2x pertemuan (2 x 35 menit)

A. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mendengarkan siswa mampu mengidentifikasi makna kata tentang binatang yang disampaikan secara lisan
2. Melalui kegiatan diskusi siswa mampu mengetahui ungkapan yang berkaitan dengan binatang
3. Melalui kegiatan menulis siswa mampu menulis kalimat pernyataan tentang binatang

B. LANGKAH PEMBELAJARAN

1. Siswa menyiapkan diri mengikuti pembelajaran
2. Siswa mendengarkan dan menyebutkan kata –kata tentang binatang
3. Siswa dan guru berdiskusi tentang ungkapan yang berkaitan dengan binatang
4. Siswa kalimat pernyataan maupun pertanyaan tentang binatang
5. Guru dan siswa menyimpulkan kegiatan pembelajaran
6. Guru bersama siswa melakukan refleksi, umpan balik, dan tindak lanjut

C. PENILAIAN

1. Pengetahuan : mengidentifikasi kata – kata tentang binatang
2. Keterampilan : menulis dengan ejaan yang benar

Mengetahui
Kepala SD Negeri 3 Banjar Jawa

Singaraja, 31 – 01 - 2022
Guru Bahasa Inggris

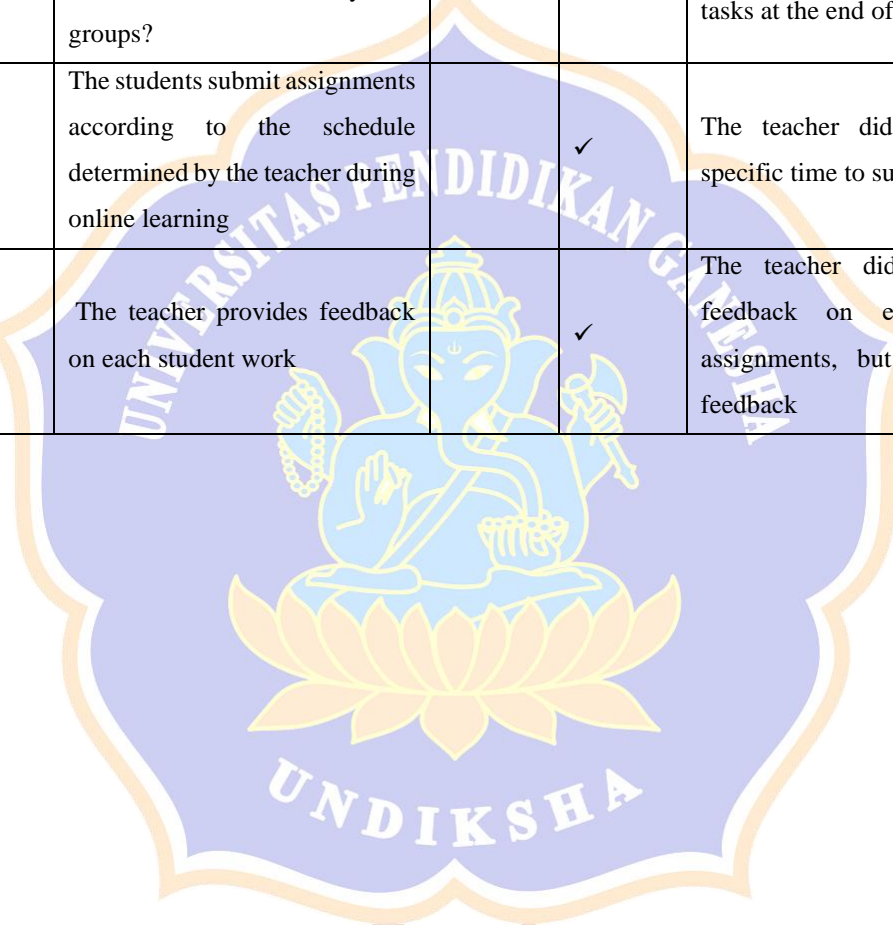
Ida Bagus Soma Putra, M. Pd
NIP : 196209231986061002

Ni Luh Ayu Supariasri, S. Pd
NIP :

Appendix 04 The Result of VI Observation

Date : Friday, January 28, 2022- Friday, February 11, 2022				
Teacher : Ni Luh Ayu Supariasri, S. Pd				
Class : VI				
Topic : Public places				
No	Observation item (Adapted from Kemendikbud (2020))	Observation session		Remarks
		1		
		Yes	No	
1	The teacher implements synchronous or asynchronous learning activities?	✓		Used asynchronous learning
2	The content of the lessons in accordance with the learning objectives	✓		the lessons presented by the teacher meet the learning objectives
3	The teacher makes sure the students are ready to follow the lessons	✓		The teacher ensured the readiness of students by checking and asking about students' conditions on WA Group
4	The teacher explains the material in teaching English Online	✓		The teacher explained the material by giving a general description, such as the purpose, and the key point of the material given
5	The teacher teaches the four English skills (listening, speaking, reading, and writing) during online learning		✓	The teacher taught reading and speaking during the online learning activity
6	The students communicate actively with the the the teacher during online learning		✓	The students were fairly passive in communicating with the teacher.
7	The teacher provides facilities for students to conduct online discussions?		✓	The teacher did not provide the students with online discussion during the lesson

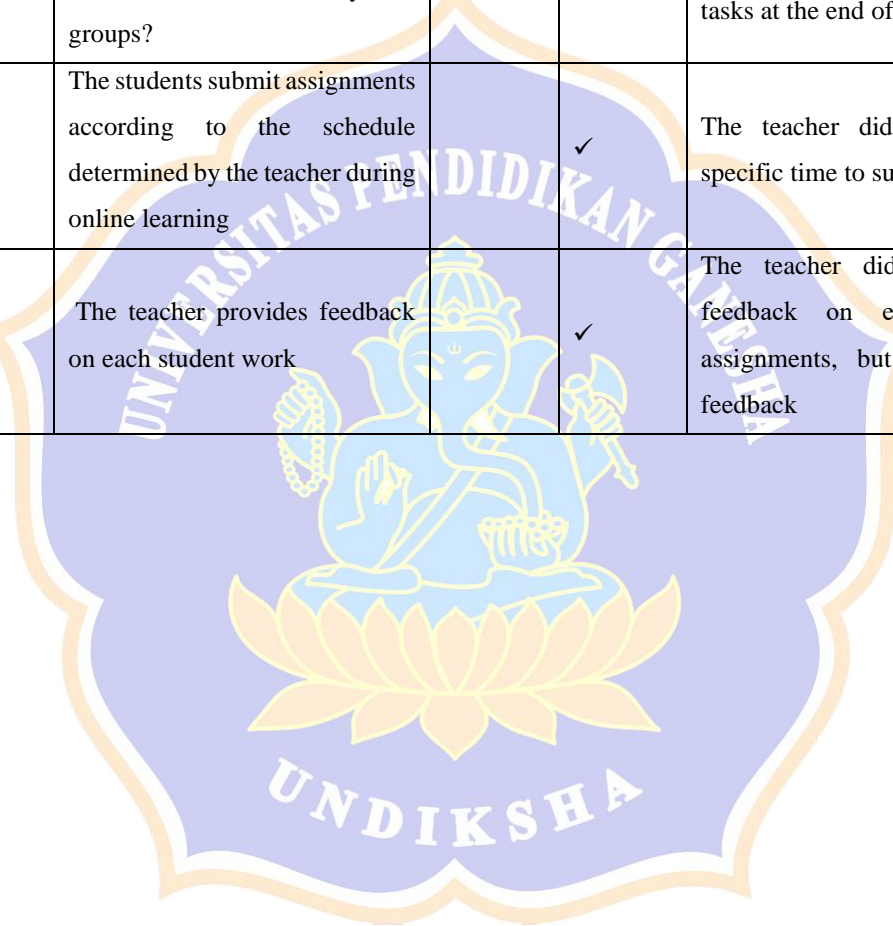
8	The students participate in the discussion forums that you provide?		✓	The students have never participated in online discussions because the teacher did not provide online discussion forums for students
9	The students present at the scheduled time during online learning		✓	Some students were late to absent for a day during the online learning activity
10	The teacher gives assignments to students, either individually or in groups?	✓		The teacher only gave individual tasks at the end of the lesson
11	The students submit assignments according to the schedule determined by the teacher during online learning		✓	The teacher did not make a specific time to submit the task.
12	The teacher provides feedback on each student work		✓	The teacher did not provide feedback on each students' assignments, but only general feedback



Appendix 05 The Result of V Observation

Date : Monday , January 31, 2022- Monday, February 07, 2022				
Teacher : Ni Luh Ayu Supariasri, S. Pd				
Class : V				
Topic : Animal				
No	Observation item (Adapted from Kemendikbud (2020))	Observation session		Remarks
		1		
		Yes	No	
1	The teacher implements synchronous or asynchronous learning activities?	✓		Used asynchronous learning
2	The content of the lessons in accordance with the learning objectives	✓		the lessons presented by the teacher meet the learning objectives
3	The teacher makes sure the students are ready to follow the lessons	✓		The teacher ensured the readiness of students by checking and asking about students' conditions on WA Group
4	The teacher explains the material in teaching English Online	✓		The teacher explained the material by giving a general description, such as the purpose, and the key point of the material given
5	The teacher teaches the four English skills (listening, speaking, reading, and writing) during online learning		✓	The teacher taught reading and speaking during the online learning activity
6	The students communicate actively with the the the teacher during online learning		✓	The students were fairly passive in communicating with the teacher.
7	The teacher provides facilities for students to conduct online discussions?		✓	The teacher did not provide the students with online discussion during the lesson

8	The students participate in the discussion forums that you provide?		✓	The students have never participated in online discussions because the teacher did not provide online discussion forums for students
9	The students present at the scheduled time during online learning		✓	Some students were late to absent for a day during the online learning activity
10	The teacher gives assignments to students, either individually or in groups?	✓		The teacher only gave individual tasks at the end of the lesson
11	The students submit assignments according to the schedule determined by the teacher during online learning		✓	The teacher did not make a specific time to submit the task.
12	The teacher provides feedback on each student work		✓	The teacher did not provide feedback on each students' assignments, but only general feedback



Appendix 06 The Interview Guide

Teacher Interview Guide

Berikut ini merupakan panduan wawancara untuk mengetahui pengalaman guru Bahasa Inggris selama mengimplementasikan pembelajaran Bahasa Inggris secara online selama pandemic COVID-19 di level kelas V dan VI Sekolah Dasar Negeri 3 Banjar Jawa. Ada 12 pertanyaan yang digunakan dalam wawancara, sebagai berikut:

1. Apakah Ibu menerapkan kegiatan pembelajaran sinkron atau asinkron selama pembelajaran Bahasa Inggris online?
2. Apakah isi pelajaran yang Ibu sajikan sesuai dengan tujuan pembelajaran?
3. Apakah Ibu selalu memastikan siswa siap untuk mengikuti pelajaran online?
4. Apakah Ibu selalu menjelaskan materi dalam pengajaran Bahasa Inggris Online?
5. Apakah Ibu mengajarkan empat keterampilan bahasa Inggris (menyimak, berbicara, membaca, dan menulis) selama pembelajaran online?
6. Apakah siswa selalu berinteraksi dan berkomunikasi secara aktif dengan Ibu selama pembelajaran online?
7. Apakah Ibu selalu memberikan fasilitas kepada siswa untuk melakukan diskusi online?
8. Apakah siswa selalu berpartisipasi dalam forum diskusi yang Ibu sediakan?
9. Apakah siswa selalu hadir pada waktu yang dijadwalkan selama pembelajaran online?

10. Apakah Ibu selalu memberikan tugas kepada siswa, baik secara individu maupun kelompok?
11. Apakah siswa selalu menyerahkan tugas sesuai jadwal yang telah Ibu tentukan selama pembelajaran online?
12. Apakah Ibu selalu memberikan umpan balik pada pekerjaan siswa?

Students Interview Guide

Berikut ini merupakan panduan wawancara untuk mengetahui pengalam siswa level kelas V dan VI melaksanakan pembelajaran Bahasa Inggris online selama pandemic COVID-19 di Sekolah Dasar Negeri 3 Banjar Jawa. Ada 12 pertanyaan yang digunakan dalam wawancara, sebagai berikut:

1. Apakah Adik belajar melalui Google Meet dan Zoom, atau dengan WA Group, dan Google Classroom?
2. Apakah isi pelajaran yang guru sajikan sesuai dengan tujuan pembelajaran?
3. Apakah guru selalu memastikan Adik untuk siap mengikuti pelajaran?
4. Apakah guru selalu menjelaskan materi dalam pengajaran Bahasa Inggris Online?
5. Apakah guru mengajarkan empat keterampilan bahasa Inggris (menyimak, berbicara, membaca, dan menulis) selama pembelajaran online?
6. Apakah Adik selalu aktif berkomunikasi dengan guru selama pembelajaran online?
7. Apakah guru selalu memberikan fasilitas kepada Adik untuk melakukan diskusi online?
8. Apakah Adik selalu mengikuti forum diskusi yang disediakan guru?

9. Apakah Adik selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online?
10. Apakah guru selalu memberikan tugas kepada Adik, baik secara individu maupun kelompok?
11. Apakah Adik selalu menyerahkan tugas sesuai dengan jadwal yang ditentukan guru pada saat pembelajaran online?
12. Apakah guru selalu memberikan umpan balik terhadap setiap pekerjaan Adik?



Appendix 07 The Result of Interview

Transcription 1 (interview between the researcher and the English teacher)

Peneliti : *Om suastiastu, selamat pagi Ibu* (Om suastiastu, good morning, mam)

Guru : *Om suastiastu, Selamat pagi* (Om suastiastu, good morning)

Peneliti : *Perkenalkan nama saya I Made Edwin Aditya Syahputra dari Mahasiswa Universitas Pendidikan Ganesha, Pendidikan Bahasa Inggris, Semester 8. Pertama tama, saya ingin mengucapkan terima kasih kepada Ibu yang sudah berkenan untuk meluangkan waktunya untuk melakukan interview terkait dengan penelitian yang saya lakukan di SDN 3 Banjar jawa. Dalam hal ini, ada 14 poin yang akan saya tanyakan yang berkaitan dengan topic penelitian saya. Topic penelitian saya berjudul “An Analysis of The Teachers' And Students' Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar Jawa”. Sekian pengenalan yang ingin saya sampaikan kepada Ibu. Apakah Ibu bersedia untuk diwawancarai?* (I would like to introduce my self, my name is I Made Edwin Aditya Syahputra from Ganesha University of Education Student, English Language Education, Semester 8. First of all, I would like to thank you for taking the time to conduct an interview related to the research I did at SDN 3 Banjar Jawa. In this case, there are 14 points that I will ask related to the topic of my research. My research topic is entitled “An Analysis of The Teachers' and Students' Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar

Jawa”. That's the introduction that I want to convey to you. Therefore, Are you willing to be interviewed, mam?

Guru : *ya, saya siap* (yes, Let's do it)

Peneliti : *Apakah Ibu menerapkan aktifitas pembelajaran sinkron atau asinkron?* (Do you Implement synchronous or asynchronous learning activities?)

Guru : Di masa pandemic ini, awalnya saya sedikit bingung untuk menentukan pembelajaran jenis apa yang digunakan dan juga media apa yang harus digunakan. Jujur saja, saya termasuk yang belum terlalu paham dengan penggunaan teknologi untuk melaksanakan pembelajaran online. Namun, siring berjalannya waktu dan dengan adanya diskusi bersama guru yang lain dan juga tentunya kepala sekolah. Kami memutuskan untuk menggunakan media ZOOM, atau Google meet maksimal 2 kali dalam seminggu yang dimana ini merupakan pembelajaran secara sinkron dan sisanya menggunakan media google classroom dan WA Group yang merupakan pembelajaran asinkron. Jadi, disekolah kami pembelajaran Bahasa Inggris dilaksakan sinkron dan asinkron. Tetapi lebih sering dengan pembelajaran asinkron. (During this pandemic, at first, I was a little confused about what kind of learning to use and also what media to use. Honestly, I'm one of those who don't really understand the use of technology to carry out online learning. However, as time went on and there were discussions with other teachers and of course the principal. We decided to use ZOOM media, or Google meet a maximum of 2 times a week which is synchronous learning and the rest uses Google Classroom and WA Group media which are asynchronous learning. So, in our school English learning

is carried out synchronously and asynchronously. But mostly with asynchronous learning)

Peneliti : *Baik, Ibu. Selanjutnya, apakah konten dari pembelajaran yang Ibu sajikan sudah sesuai dengan tujuan pembelajaran?* (Alright, mam, next question, is the content of the lessons that you present in accordance with the learning objectives?)

Guru : *Ya, tentu. Setiap konten materi yang saya buat selalu berpatokan dengan tujuan pembelajaran dan juga kompetensi dasar sesuai dengan RPP yang telah dibuat.* (Yes, of course. Every material content that I create is always based on learning objectives and basic competencies based on the lesson plan made.)

Peneliti : *Terima kasih, Ibu, apakah Ibu selalu memastikan siswa siap mengikuti pembelajaran?* (Thank you, mam, do you always make sure students are ready to follow the lessons?)

Guru : *Ya, setiap awal saya mengajar baik itu di zoom ataupun di wa group, saya memastikan dulu keadaan siswa, memotivasi siswa, dan membangun semangat mereka untuk belajar, namun karena saya banyak melaksanakan pembelajaran asinkron cukup membutuhkan waktu untuk memastikan keadaan siswa. Maka dari itu, saya memastikan keadaan siswa melalui wa group untuk mempersingkat waktu.* (Yes, every time before start the lesson, whether it's on Zoom or in a WA group, I first make sure of the students' condition, motivate students, and build their enthusiasm to learn. However, because I do a lot of asynchronous learning, it takes quite a bit of time to check the student's condition. Therefore, I ensure the student's condition through the wa group to shorten the time)

Peneliti : *Selanjutnya, apakah Ibu selalu menjelaskan materi selama mengajar Bahasa Inggris Online? (Next, do you always explain the material in teaching English Online?)*

Guru : *Setiap saya mengajar, saya selalu mengupayan untuk menjelaskan 50% dari materi yang saya berikan. Tujuannya adalah untuk siswa dapat memahami materi yang saya berikan. Setelah itu saya serahkan kepada siswa untuk memahami materi yang saya berikan, berupa video, buku, dan lain sebagainya. (Every time I teach, I always try to explain 50% of the material I give. The goal is for students to understand the material that I provide. After that, I leave it to the students to understand the material I provide, in the form of videos, books, and so on)*

Peneliti : *Apakah Ibu mengajarkan empat keterampilan Bahasa Inggris (listening, speaking, reading, and writing) selama pembelajaran online? (Do you teach the four English skills (listening, speaking, reading, and writing) during online learning?)*

Guru : *Hmmm, selama masa pandemic, tentunya sangat sulit untuk saya bisa mengajarkan keempat kemampuan Bahasa Inggris kepada siswa sekolah dasar. Karena terkendala dengan media. Saya mengajarkan mereka kemampuan dasar berbahasa Inggris hanya sesuai dengan RPP. Tapi selama ini, saya tetap mencoba untuk mengajarkan mereka kemampuan berbicara, seperti membuat tugas untuk melakukan percakapan. Kemudian, saya juga mencoba untuk melatih kemampuan membaca dan juga menulis dengan cara memberikan mereka tugas untuk menulis dan membaca. Kemudian, untuk kemampuan Bahasa Inggris yang belum pernah diajarkan adalah kemampuan mendengar namun hal ini saya hadapi*

dengan memberikan mereka video untuk melatih kemampuan mendengar mereka. (Hmmm, during the pandemic, of course it is very difficult for me to be able to teach the four English skills to elementary school students. Because it is deep with the media. I teach them basic English skills only in accordance with the lesson plans. But all this time, I keep trying to teach them speaking skills, such as making assignments to carry out conversations. Then, I also tried to practice reading and writing skills by giving them assignments to write and read. Then, for English language skills that have never been taught is listening skills, but I deal with this by giving them videos to practice their listening skills)

Peneliti : *Apakah siswa selalu berkomunikasi aktif dengan Ibu selama pembelajaran online?* (Do students always communicate actively with you during online learning?)

Guru : Karna mereka masih bersekolah di sekolah dasar, jangankan aktif dalam pembelajaran online, pembelajaran secara real-time saja mereka masih jarang untuk aktif berpartisipasi di dalam pembelajaran. Jadi, jarang siswa yang mau untuk aktif di pembelajaran online. Ditambah, Bahasa Inggris merupakan bukan Bahasa ibu mereka yang memungkinkan mereka lebih sulit untuk memahaminya. (Because they are in the elementary school, let alone active in online learning, in real-time learning they are still rarely actively participating in learning. So, it is rare for students to be active in online learning. Plus, English is not their mother tongue which makes it more difficult for them to understand)

Peneliti : *Apakah Ibu selalu memberikan fasilitas untuk siswa melakukan diskusi online?* (Do you always provide facilities for students to conduct online discussions?)

Guru : Untuk memfasilitasi diskusi pembelajaran Bahasa Inggris untuk anak sekolah dasar selama pembelajaran online, saya belum pernah. Karena saya rasa ini kurang efektif untuk diberlakukan kepada anak sekolah dasar. (To facilitate discussions of learning English for elementary school children during online learning, I have never. Because I think this is less effective to apply to elementary school students)

Peneliti : *Apakah siswa selalu berpartisipasi dalam diskusi dalam forum diskusi yang Ibu sediakan?* (Do students always participate in the discussion forums that you provide?)

Guru : *Tidak, karena seperti yang saya sampaikan di awal saya tidak membuat diskusi forum untuk siswa.* (No, because as I said at the beginning I don't make forum discussions for students)

Peneliti : *Apakah siswa selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online?* (Are students always present at the scheduled time during online learning?)

Guru : *Tidak, tidak semua siswa yang bisa hadir tepat waktu saat melaksanakan pembelajaran melalui Zoom dan Gogle meet karena berbagai alasan, seperti sinyal, kuota internet, dan lain sebagainya. Maka dari itu saya lebih banyak menerapkan pembelajaran asinkron dan membuat link google form agar memudahkan mereka untuk mengisi kehadiran dan tidak terpaku dengan jadwal* (No, not all students are able to arrive on time when carrying out learning via Zoom and Google meet for various reasons, such as signal, internet quota, and so on. Therefore, I mostly apply asynchronous learning and make a google form link to make it easier for them to fill in attendance and not be stuck with schedules)

Peneliti : *Apakah Ibu selalu memberikan tugas terhaap siswa baik tugas individu ataupun kelompok selama pembelajaran online? (Do you always give assignments to students, either individually or in groups?)*

Guru : *Ya, saya selalu memberikan tugas individu kepada mereka selama masa pandemic ini untuk mereka dapat melakukan evaluasi terhadap materi yang saya sampaikan (Yes, I always give them individual assignments during this pandemic so they can evaluate the material by their self)*

Peneliti : *Apakah siswa selalu menyerahkan tugas sesuai dengan jadwal yang telah ditentukan oleh Ibu selama pembelajaran online? (Do students always submit assignments according to the schedule determined by you during online learning?)*

Guru : *Tidak, untuk tugas saya selalu sediakan mereka tempat di Google Classroom untuk mengumpulkan tugas, namun saya tidak menentukan waktu yang spesifik untuk mereka mengumpulkan tugasnya. Yang paling penting, mereka tidak ada rasa tekanan akan tugas yang diberikan oleh guru selama masa pandemic. Namun saya selalu mengingatkan mereka untuk membuat tugas agar mereka memiliki rasa tanggung jawab dengan tugas yang diberikan. (No, for assignments I always provide them with a room on Google Classroom to submit the task, but I do not specify a specific time for them to submit their assignments. Most importantly, they do not feel pressured by the assignments given by the teacher during the pandemic. Here, I always remind them to make assignments so that they have a sense of responsibility with the tasks given)*

Peneliti : *Apakah Ibu selalu memberikan feedback (umpan balik) dari hasil kerja siswa? (Do you always provide feedback on student work?)*

Guru : *Tidak, saya tidak pernah memberikan feedback untuk masing masing tugas siswa, karena jumlah siswa yang begitu banyak dan saya harus mengajar 3 kelas yang terdiri dari 30an siswa. Oleh karena itu, feedback saya berikan secara general saja.* (No, I never give feedback for each student's assignment, because there are so many students and I have to teach 3 classes consisting of 30 students. Therefore, my feedback is only general feedback.

Peneliti : *Baiklah Ibu, terima kasih atas waktu Ibu, sekian dari wawancara ini. Sekali lagi, saya ucapkan terima kasih banyak atas kesempatannya, Ibu.* (Alright Mom, thanks for the time and that is all from this interview. For once again, I wanna say thank you very much for this occasion, mam).

Guru : *Tidak masalah, semoga apa yang saya sampaikan tadi dapat membantu penelitian kamu* (No problem, I hope what I have explained before be able to help you for your research.

Transcription 2 (interview between the researcher and the students grade V)

Peneliti : *Om suastiastu, selamat pagi* (Om suastiastu, good morning)

Siswa kelas V : *Om suastiastu, Selamat pagi kak* (Om suastiastu, good morning)

Peneliti : *Perkenalkan nama saya I Made Edwin Aditya Syahputra dari Mahasiswa Universitas Pendidikan Ganesha, Pendidikan Bahasa Inggris, Semester 8. Pertama tama, saya ingin mengucapkan terima kasih kepada adik adik yang sudah berkenan untuk meluangkan waktunya untuk melakukan interview*

terkait dengan penelitian yang saya lakukan di SDN 3 Banjar jawa. Dalam hal ini, ada 14 poin yang akan saya tanyakan yang berkaitan dengan topic penelitian saya. Topic penelitian saya berjudul “An Analysis of The Teachers' And Students' Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar Jawa”. Sekian pengenalan yang ingin saya sampaikan kepada Ibu. Apakah Ibu bersedia untuk diwawancarai? (I would like to Introduce my self, my name is I Made Edwin Aditya Syahputra from Ganesha University of Education Student, English Language Education, Semester 8. First of all, I would like to thank you for taking the time to conduct an interview related to the research I did at SDN 3 Banjar Jawa. In this case, there are 14 points that I will ask related to the topic of my research. My research topic is entitled “An Analysis of The Teachers' and Students' Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar Jawa”. That's the introduction that I want to convey to you. Therefore, are you willing to be interviewed, mam?

Siswa kelas V: *oke kak (yes,)*

Peneliti : *Apakah Adik Melaksanakan belajar melalui Google Meet dan Zoom, atau dengan WA Group, dan Google Classroom? (Do you learn through Google Meet and Zoom, or with WA Group, and Google Classroom?)*

Siswa kelas V, 1 : *Ya kak kami belajar memalui Google meet dan juga WA group (yes we learn through Google meet and WA group)*

Siswa kelas V, 2 : *kami belajaran melalui WA Group dan juuga Google Classroom (we learn through WA group and google classroom)*

Siswa kelas V, 3 : *ya kak, kami lebih banyak belajar di WA Group saat pembelajaran online kak karena terkadang internet saya tidak baik ditempat tinggal saya* (Yes, we learn more in the WA Group when learning online, because sometimes my internet is not good where I live)

Peneliti : *baiklah, Apakah isi pelajaran yang guru sajikan sesuai dengan tujuan pembelajaran?* (Is the content of the lessons that you present in accordance with the learning objectives?)

Siswa kelas V, 1 : *tujuan pembelajaran bagaimana ya kak?* (what is learning objective)

Peneliti : *seperti adik diajarkan membaca, menulis, mendengar sesuai dengan materi, misalnya tentang naman ama binatang* (such as being taught to read, write, listen according to the material, for example about the names of animals)

Siswa kelas V, 1 : *iya kak guru mengajarkan itu* (yes, the teacher teach it)

Siswa kelas V, 2 : *kalua itu, saya pernah diajarkan, menulis dan membaca tentang binatang* (At that time, I was taught, wrote and read about animals)

Siswa kelas V, 3 : *saya juga sama kak* (yes me too)

Peneliti : *kemudian, Apakah guru selalu memastikan Adik untuk siap mengikuti pelajaran?* (Do teacher always make sure students are ready to follow the lessons?)

Siswa kelas V, 1 : *ya kak guru memberikan kami absen di wa group dan menanyakan kesiapan kami di wa group* (Yes, the teacher gave us an absence in the wa group and asked our readiness in the wa group)

Siswa kelas V, 2 : *guru selalu mengirimkan absen kak* (the teacher always sent a material)

Siswa kelas V, 3 : *biasanya guru menghubungi dan mastikan siswa siap terlebih dahulu di WA group kak* (Usually the teacher contacts and makes sure the students are ready in advance in your WA group)

Peneliti : *Apakah guru selalu menjelaskan materi dalam pengajaran Bahasa Inggris Online?* (Do teacher always explain the material in teaching English Online?)

Siswa kelas V, 1 : *iya kak* (yes)

Siswa kelas V, 2 : *iya kak selalu menjelaskannya, tetapi hanya sedikit* (always give a short explanation to the material)

Siswa kelas V, 3 : *guru menjelaskan kak, dan juga memberikan video penjelasan*

Peneliti : *Apakah guru mengajarkan empat keterampilan bahasa Inggris (menyimak, berbicara, membaca, dan menulis) selama pembelajaran online?* (Do teacher teach the four English skills (listening, speaking, reading, and writing) during online learning?)

Siswa kelas V, 1 : *seingat saya, hanya berbicara, membaca dan menulis saja kak* (as far as i remember, just talking, reading and writing)

Siswa kelas V, 2 : *ya kak itu aj* (yes, that it)

Siswa kelas V, 3 : *ya kak sama* (yes same)

Peneliti : *Apakah Adik selalu aktif berkomunikasi dengan guru selama pembelajaran online?* (Do you always communicate actively with teacher during online learning?)

Siswa kelas V, 1 : *kadang kadang kak*, (sometimes)

Siswa kelas V, 2 : *saya pernah saat guru meminta berbicara di wa group untuk membacakan jenis jenis hewan* (I once when the teacher asked to speak in the wa group to read the types of animals)

Siswa kelas V, 3 : *saya kadang juga kak kalua guru memintanya* (I just at the time when the teacher ask me)

Peneliti : *Apakah guru selalu memberikan fasilitas kepada Adik untuk melakukan diskusi online?* (Do teacher always provide facilities for students to conduct online discussions?)

Siswa kelas V, 1 : *tidak pernah kak* (never)

Siswa kelas V, 2 : *tidak pernah kak* (never)

Siswa kelas V, 3 : *tidak pernah kak* (never)

Peneliti : *Apakah Adik selalu mengikuti forum diskusi yang disediakan guru? (Do you always participate in the discussion forums that teacher provide?)*

Siswa kelas V, 1 : *tidak pernah (never)*

Siswa kelas V, 2 : *tidak pernah kak (never)*

Siswa kelas V, 3 : *guru tidak pernah meminta kami untuk diskusi, cumin disuruh membuat tugas saja kak (the teacher never tell us to work as a group)*

Peneliti : *Apakah Adik selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online? (Are you always present at the scheduled time during online learning?)*

Siswa kelas V, 1 : *terkadang saya telat kak karena koneksi internet gak bagus (sometimes I late because the internet connection problem)*

Siswa kelas V, 2 : *saya selalu tepat waktu (always on time)*

Siswa kelas V, 3 : *saya kayaknya pernah kak karena tidak mengerti caranya mengisi absen (I ever since I forget the way to fill the absen)*

Peneliti : *Apakah guru selalu memberikan tugas kepada Adik, baik secara individu maupun kelompok? (Do teacher always give assignments to students, either individually or in groups?)*

Siswa kelas V, 1 : *selalu kak (always)*

Siswa kelas V, 2 : *selalu kak dan dikumpulkan tapi tidak pernah diberikan tugas kelompok (always submit and id not given a group assignment)*

Siswa kelas V, 3 : *selalu kak di akhir pelajaran* (always at the end of lesson)

Peneliti : *Apakah Adik selalu menyerahkan tugas sesuai dengan jadwal yang ditentukan guru pada saat pembelajaran online? (Do you always submit assignments according to the schedule determined by teacher during online learning?)*

Siswa kelas V, 1 : *selalu mengumpulkan kak* (always submit the task)

Siswa kelas V, 2 : *mengumpulkan kak tapi saya pernah lupa caramengumpulkanya, tapi saya langsung meminta bantuan Ibu saya* (collect sis but I once forgot how to collect it, but I immediately asked my mother for help)

Siswa kelas V, 3 : *pernah tidak kak karena lupa* (I have late since I forgot)

Peneliti : *Apakah guru selalu memberikan umpan balik terhadap setiap pekerjaan Adik? (Do teacher always provide feedback on student work?)*

Siswa kelas V, 1 : *guru memberikan catat untuk semuanya kak* (the teacher give general feedback)

Siswa kelas V, 2 : *ya kak gak satu satu diberikan catatan* (not each assignment get a feedback)

Siswa kelas V, 3 : *kayaknya pernah dikembalikan tugasnya kak tapi hanya (berisi nilai I think you've returned your assignment, bro, but it only contains grades)*

Peneliti : *Baiklah, terima kasih atas waktu, sekian dari wawancara ini. Sekali lagi, saya ucapkan terima kasih banyak atas kesempatannya,. (Alright*

thanks for the time and that is all from this interview. For once again, I wanna say thank you very much for this occasion,).

Siswa kelas V : *Baik kak terima kasi Kembali* (alright, your welcome)

Transcription 3 (interview between the researcher and the students grade VI)

Peneliti : *Om suastiastu, selamat pagi* (Om suastiastu, good morning)

Siswa kelas V : *Om suastiastu, Selamat pagi kak* (Om suastiastu, good morning)

Peneliti : *Perkenalkan nama saya I Made Edwin Aditya Syahputra dari Mahasiswa Universitas Pendidikan Ganesha, Pendidikan Bahasa Inggris, Semester 8. Pertama tama, saya ingin mengucapkan terima kasih kepada adik adik yang sudah berkenan untuk meluangkan waktunya untuk melakukan interview terkait dengan penelitian yang saya lakukan di SDN 3 Banjar jawa. Dalam hal ini, ada 14 poin yang akan saya tanyakan yang berkaitan dengan topic penelitian saya. Topic penelitian saya berjudul “An Analysis of The Teachers' And Students' Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar Jawa”. Sekian pengenalan yang ingin saya sampaikan kepada Ibu. Apakah Ibu bersedia untuk diwawancarai?* (I would like to Introduce my self, my name is I Made Edwin Aditya Syahputra from Ganesha University of Education Student, English Language Education, Semester 8. First of all, I would like to thank you for taking the time to conduct an interview related to the research I did at SDN 3 Banjar Jawa. In this case, there are 14 points that I will ask related to the topic of my research. My research topic is entitled “An Analysis of The Teachers' and Students'

Experiences in English Online Learning Implementation at Sd Negeri 3 Banjar Jawa”. That's the introduction that I want to convey to you. Therefore, are you willing to be interviewed, mam?

Siswa kelas V : *siap kak(yes,)*

Peneliti : *Yang pertama, Apakah Adik Melaksanakan belajar melalui Google Meet dan Zoom, atau dengan WA Group, dan Google Classroom? (Do you learn through Google Meet and Zoom, or with WA Group, and Google Classroom?)*

Siswa kelas VI, 1 : *Selama pembelajaran online, kami melaksanakan pembelajaran melalui Google Meet dan Zoom, dan WA Group, dan Google Classroom kak (During online learning, we carry out learning through Google Meet and Zoom, and WA Group, and Google Classroom)*

Siswa kelas VI, 2 : *untuk saat ini karna banyak teman teman yang terkendala sinyanya pemebelajaran dilaksanakan melalui WA group kak (For now, because there are many friends who are constrained by the signal, learning is carried out through the WA group)*

Siswa kelas VI, 3 : *ya kak seperti itu, mungkin tujuannya kami bisa mengikuti pelajaran (yes like that, maybe the goal we can follow the lesson)*

Peneliti : *Apakah isi pelajaran yang guru sajikan sesuai dengan tujuan pembelajaran?contohnya diajarkan membaca, menulis, mendengar sesuai dengan materi, misalnya tentang naman ama binatang (Is the content of the lessons that you present in accordance with the learning objectives?)*

Siswa kelas VI, 1 : *Kami saat pembelajaran melalui zoom jarang kak, kalau melalui wa group kami diminta untuk membaca menulis dari materi yang diberikan. (We rarely study through zoom, if we go through the wa group we are asked to read and write from the material given)*

Siswa kelas VI, 2 : *sepertinya sesuai dengan tujuan pembelajaran kak karena guru melakukan itu di dalam pembelajaran (it seems to be in accordance with the learning objectives, sis because the teacher does that in learning)*

Siswa kelas VI, 3 : *untuk membaca dan menulis pernah kak, jadi sepertinya sudah sesuai dengan tujuan pembelajaran. (to read and write ever, so it seems to be in accordance with the learning objectives)*

Peneliti : *Apakah guru selalu memastikan Adik untuk siap mengikuti pelajaran? (Do teacher always make sure students are ready to follow the lessons?)*

Siswa kelas VI, 1 : *ya guru biasanya mengirimkan pesan melalui WA Group (yes, the teacher ask me in wa group)*

Siswa kelas VI, 2 : *ya kak guru selalu memastikan kesiapan siswa dan juga kehadiran siswa (the teacher ensures the students readiness)*

Siswa kelas VI, 3 : *untuk kehadiran siswa biasanya guru memeriksanya melalui absen, kalau kesiapan siswa biasanya melalui wa group (For student attendance, the teacher usually checks it through absences, if students' readiness is usually through wa group)*

Peneliti : *Apakah guru selalu menjelaskan materi dalam pengajaran Bahasa Inggris Online? (Do teacher always explain the material in teaching English Online?)*

Siswa kelas VI, 1 : *Selalu dijelaskan setelah mengirimkan materi (always explaining the material)*

Siswa kelas VI, 2 : *kalau di ZOOM guru selalu menjelaskan lebih banyak dibandingkan menjelaskan di saat melaksanakan pembelajaran melalui WA Group (if in ZOOM the teacher always explains more than explains when carrying out learning through the WA Group)*

Siswa kelas VI, 3 : *selalu menjelaskan secara singkat melalui WA Group*

Peneliti : *Apakah guru mengajarkan empat keterampilan bahasa Inggris (menyimak, berbicara, membaca, dan menulis) selama pembelajaran online? (Do teacher teach the four English skills (listening, speaking, reading, and writing) during online learning?)*

Siswa kelas VI, 1 : *kegiatan mendengar belum pernah kak (for the listening exercise not yet)*

Siswa kelas VI, 2 : *membaca, menulis, dan berbicara saja yang pernah diajarkan (reading, writing and speaking have been taught)*

Siswa kelas VI, 3 : *mendengarkan belum pernah diajarkan kak, tapi pernah diberikan tugas untuk mendengarkan percakapan (Listening has never been taught, Sis, but was once given an assignment to listen to conversations)*

Peneliti : *Apakah Adik selalu aktif berkomunikasi dengan guru selama pembelajaran online? (Do you always communicate actively with teacher during online learning?)*

Siswa kelas VI, 1 : *tidak selalu kak, saya menghubungi guru Ketika terkendala sinyal (not always, I contact the teacher when there is a signal problem)*

Siswa kelas VI, 2 : *disaat pembelajaran, saya jarang berinteraksi dengan guru kak karena focus dengan penjelasan guru (when learning, I rarely interact with the teacher because I focus on the teacher's explanation)*

Siswa kelas VI, 3 : *saya pernah saat guru meminta untuk Latihan berbicara melalui voice note (I have participate in the learning when the teacher told me to speaking practive through voice note feature)*

Peneliti : *Apakah guru selalu memberikan fasilitas kepada Adik untuk melakukan diskusi online? (Do teacher always provide facilities for students to conduct online discussions?)*

Siswa kelas VI, 1 : *tidak kak(No)*

Siswa kelas VI, 2 : *tidak kak (No)*

Siswa kelas VI, 3 : *tidak (No)*

Peneliti : *Apakah Adik selalu mengikuti forum diskusi yang disediakan guru? (Do you always participate in the discussion forums that teacher provide?)*

Siswa kelas VI, 1 : *tidak pernah diberikan seperti itu kak (never given)*

Siswa kelas VI, 2 : *dikelas wa group guru mengirimkan materi berupa video lalu guru menjelaskannya. (in the wa group class, the teacher sent a material in the form of vdeo, the the teacher give a short explanation)*

Siswa kelas VI, 3 : *tidak pernah kak (never)*

Peneliti : *Apakah Adik selalu hadir pada waktu yang telah dijadwalkan selama pembelajaran online? (Are you always present at the scheduled time during online learning?)*

Siswa kelas VI, 1 : *saat melaksanakan pembelajaran zoom banyak teman teman yang telat mengikuti pembelajaran, tapi saat ini pembelajaran dilaksanakan melalui wa group (when implements learning through Zoom, there are some students who late to join the class)*

Siswa kelas VI, 2 : *saya selalu hadir kak disetiap jawal pembelajaran (always present on time)*

Siswa kelas VI, 3 : *kalau saya selalu hadir kak, tapi setau saya ada teman teman yang terlambat untuk mengisi absen (always present, but as far as I know, some of my friend still late to present)*

Peneliti : *Apakah guru selalu memberikan tugas kepada Adik, baik secara individu maupun kelompok? (Do teacher always give assignments to students, either individually or in groups?)*

Siswa kelas VI, 1 : *selama ini hanya tugas individu (so far, only individual task)*

Siswa kelas VI, 2 : *hanya tugas individu kak (only individual task)*

Siswa kelas VI, 3 : *tugas kelompok tidak pernah diberikan kak (group assignment does not provided)*

Peneliti : *Apakah Adik selalu menyerahkan tugas sesuai dengan jadwal yang ditentukan guru pada saat pembelajaran online? (Do you always submit assignments according to the schedule determined by teacher during online learning?)*

Siswa kelas VI, 1 : *selalu menyerahkan kak (always submit it)*

Siswa kelas VI, 2 : *selalu menyerahkan kak, tetapi ada teman teman yang terus diingatkan untuk membuat tugas (always submit it, but there are friends who keep being reminded to make assignments)*

Siswa kelas VI, 3 : *guru tidak mengharuskan mengumpul tugas, tetapi guru selalu mengikatkan kita untuk membuatnya dan guru juga membuatkan ruang untuk mengumpulkannya di google classroom (the teacher does not require to collect assignments, but the teacher always binds us to make it and the teacher also makes a space to collect it in google classroom)*

Peneliti : *Apakah guru selalu memberikan umpan balik terhadap setiap pekerjaan Adik? (Do teacher always provide feedback on student work?)*

Siswa kelas VI, 1 : *tidak kak guru hanya memberikan koreksi secara umum saja (No, Sis, the teacher only gives general correctio)*

Siswa kelas VI, 2 : *tidak pernah kak, hanya diberikan catata yang salah secara umum aj kak* (never, it is only given the wrong notes in general)

Siswa kelas VI, 3 : *tugas yan diserahkan hanya diberikan catatan secara umum kak* (Assignments submitted are only given general notes)

Peneliti : *Baiklah, terima kasih atas waktu, sekian dari wawancara ini. Sekali lagi, saya ucapkan terima kasih banyak atas kesempatannya..* (Alright thanks for the time and that is all from this interview. For once again, I wanna say thank you very much for this occasion,).

Siswa kelas VI : *Baik kak terima kasih* (alright, thank you)

